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ABSTRACT

This paper describes the program components of a restructured teacher education program and the process of designing, approving, and implementing the Cincinnati Initiative for Teacher Education. The model for the restructured elementary and secondary teacher education and certification programs at the University of Cincinnati requires 5 years of study and reflects the following features: (1) joint enrollment in the College of Education and the College of Arts and Sciences; (2) general education and a disciplinary major leading to a bachelor's degree in Arts and Sciences; (3) educational studies and professional studies leading to a bachelor's degree in education, teacher certification, and approximately 15 hours of graduate credit; and (4) integrated clinical and field experience culminating in fifth-year teaching internships in a professional development school. The program design process included proposing, discussing, and writing a set of patterns for teacher education that framed and operationalized the planning efforts. The current version of the pattern language contains 89 patterns. The paper includes an illustration of the organization and specific pattern names of the "Pattern Language for Teaching." (IAH)

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ASSOCIATION OF TEACHER EDUCATORS

ANNUAL MEETING
FEBRUARY 16 - 20, 1991
NEW ORLEANS, LOUISIANA

THE CINCINNATI INITIATIVE:

RESTRUCTURING TEACHER EDUCATION

PROCESS

CONFLICT

RESOLUTION

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INTRODUCTION

The elementary and secondary proposals are the result of three years of discussion and planning as a member of the Holmes Group, a consortium of over 100 colleges of education in comprehensive research universities committed to studying and changing the way school teachers are educated.

The interests and primary efforts of the College of Education in teacher education reform is embodied in the reform initiatives proposed by the Holmes Group and reported in Tomorrow's Teachers: A Report of the Holmes Group (1986):

- To make the education of teachers intellectually sound.
- To recognize the differences in teachers' knowledge, skill, and commitment in their education, certification, and work.
- To create standards of entry to the profession that are professionally relevant and intellectually defensible.
- To connect teacher education institutions to school systems.
- To make schools a better place for teachers to work and learn.

The major model for future teacher education and certification programs in the College of Education at the University of Cincinnati will require five years of study. This model reflects the following features: joint enrollment in the College of Arts and Sciences and the College of Education; general education and a disciplinary major leading to a bachelor's degree in Arts and Sciences; educational studies and professional studies leading to a bachelor's degree in education, teacher certification, and approximately 15 hours of graduate credit; and integrated clinical and field experience culminating in fifth year teaching internships in a Professional Development School.

Program Components

General Education: Each student will complete a comprehensive course of general studies in English, Foreign Language, Natural Science, Mathematics, History, Literature, Behavioral and Social Science, and Humanities as part of the general education distribution requirements in the College of Arts and Sciences. This will be approximately 90 quarter hours.

Disciplinary Major: Each student will complete a major in a concentration area in Arts and Sciences. The goal is for students to engage in in-depth study, either of a single discipline or of several disciplines linked by interdisciplinary study. Under existing guidelines, this will be approximately 60 hours for the B.A. and 76 hours for the B.S. degree.

Educational Studies: Educational studies in the areas of learning, development, history and politics of education, cultural and individual diversity, language and communication, and measurement and evaluation will be integrated with professional studies in the third, fourth, and fifth years of study. These more theoretical studies are designed to be closely coordinated or integrated into course, clinical, and field activities directed toward the acquisition of practical professional knowledge and skill.

Professional Studies: Professional studies will commence toward the end of the third year and conclude in the fifth year. Content of studies will focus on developing the skills of design, performance, reflection, inquiry, and collaboration as well as professional values, ethics, and personal characteristics. Student

cohorts, multidisciplinary teaching teams, and professional seminars will be used to foster a learning community among students and faculty. Professional studies will be connected by an emphasis on the learner, multicultural focus, and an inquiry orientation. Professional study in the fifth year will be field-based and combine with graduate level study and inquiry.

Clinical and Field Experience: Clinical and field experience will be conducted in selected Professional Development Schools beginning in the junior year. Third and fourth year students will serve as observers and Teaching Associates in selected classrooms and schools. Professional studies will be integrated with clinical experiences at this time. During the fifth year, students will serve as part-time Teaching Interns in Professional Development Schools. Interns will be supervised by Master Teachers and work in Professional Teams with full-time teachers, School-based Faculty, and Teaching Associates.

Program Goals:

The education of teachers is a complex and long term process. Professional education at the university level does not complete the job of professional preparation but rather prepares novice teachers as learners oriented to the goals and demands of effective instruction and armed with the knowledge and skill needed to continually learn and develop as a result of experience. In the same way, these proposals for the education of teachers are unfinished and will necessarily need to respond to the results of implementation, experimentation, and evaluation in the years to come.

Our plans are ambitious, yet realistic. They will require significant developmental effort to realize the innovative designs for integration and collaboration that are proposed. The following program proposals are the product of extensive faculty effort in the past three years, more effort than any previous curriculum change in the history of the College. Faculty are committed to continuing this effort for the next five years to bring new teacher education programs into existence. A commitment has been made and the effort will be sustained because faculty believe that these programs will produce significant gains for the preparation of teachers. The expected benefits will include:

For Students:

1. Giving those going into teaching the opportunity for a more solid general and liberal education.

2. Ensuring that each student will have studied an area in-depth.

3. Offering career flexibility by requiring two degrees from The College of Education and the College of Arts & Sciences.

4. Integrating professional studies and practical experiences through extensive field and clinical components.

For the College of Education:

1. Broadening the general and liberal education of our students.

2. Deepening the students' subject matter knowledge in the disciplines. Provides a more solid foundation for subject matter specific pedagogical knowledge.

3. Encouraging College faculty to interact with students throughout their undergraduate experience.

4. Providing for a reanalysis and restructuring of professional education course work and experiences.

5. Suggesting means by which to strengthen clinical and field experiences.

6. Providing more rigorous and higher quality teacher education programs.

For Arts and Sciences:

1. Strengthening and enhancing the current collaborative relationship for the preparation of teachers.

2. Providing an increased official function for the preparation of teachers.

3. Increasing enrollment for general and major area courses.

For Collaborating School Districts:

1. Providing opportunities to increase the number of qualified adults in classrooms for little or no increased cost.

2. Focusing efforts to meet a variety of professional development and training needs through Professional Development Schools.

3. Providing a means for addressing career ladder and other job differentiation proposals through Master teacher and School-based faculty roles.

4. Allowing a better integration of pre-service instruction with the demands of practice.

ELEMENTARY EDUCATION PROGRAM

INTRODUCTION

The proposed Cincinnati Initiative Five Year Elementary Teacher Education Program (CITE) differs notably from the current program in the following ways:

	Current Program	Proposed Program
Time to Complete	4 years	5 years
Degrees Earned	B.S. in Ed	B.S. in Ed and B.A. or B.S. in A&S
Graduate Credit Earned	0	15-18 credits
Extensive Field Component	3 quarters	5 quarters
General Education	63 credits	91 credits
Major Field in A & S	30 credits	60 credits
Professional Education and Educational Studies	97 credits	93 (10 additional credits in General Education)
Methods Course Work	Undergraduate course(s) in each subject	Undergraduate + graduate follow-up course in each subject

The new program requires students to complete more hours in general education consistent with the initiative sponsored by the faculty at the University of Cincinnati. General education is important because it provides students with a broad perspective over a range of academic disciplines. The additional hours in general education are primarily in foreign language and natural sciences. We believe the perspectives provided by this additional course work will give future teachers a more global perspective and needed

knowledge background in the important areas of the curriculum. Approximately ten hours of the general education work will be classified as professional education in the current proposal.

An in depth study in a single field requires our students to move beyond recalling and comprehending information to applying, analyzing, evaluating, and synthesizing principles and generalizations within that field. The additional work in a major field which leads to an Arts and Science degree will provide future teachers with valuable insight to how knowledge is developed within a specific discipline. Such insight enables students to use higher level reasoning skills. We believe this perspective will enable our graduates to offer a more challenging and effective elementary education program.

Professional education is a valuable component of an elementary education program. Future teachers need to understand the growth and development of children, individual and cultural diversity, learning theories as they relate to teaching elementary students, instructional methods that are appropriate for teaching the subjects in the elementary school curriculum, the demands of the teaching profession, and the role that schools play in our society. In addition, future teachers must have opportunities to apply these ideas in a variety of school settings and to practice specific instructional skills under the guidance and supervision of master teachers.

The proposed program attends to all these needs. We believe the proposed program will be more effective because of the better integration of course work and field/clinical experiences in the fourth and fifth years. As with the current program, students complete a block of professional education courses and field experiences in the fourth year. During this time attention will be focussed on the knowledge base related to individual diversity, cultural diversity, and communication. These themes will be integrated into methods courses and field experiences. The internships, professional seminars, and other experiences included in the fifth year provide opportunities to apply previously learned ideas in school settings under the guidance of faculty who devote full time to directing these experiences.

A notable feature of the proposed program is the use of professional development schools which work closely with the university to prepare future teachers. The staff at the professional development schools will include university and public school personnel who work together to assure that field experiences provide opportunities for our students to put into practice previously developed knowledge and skills. Throughout the fifth year, students will work within one school setting where their performance will be carefully monitored by the professional development staff. The course work and field experiences during the fifth year will be fully integrated to assure that graduates are able to function effectively within school settings.

GENERAL DESCRIPTION OF PROGRAM GOALS AND COMPONENTS

Program Goals

The CITE Elementary Program strives to prepare elementary teachers who are well-educated, knowledgeable in the specific areas that undergird instruction in the elementary grades, and experienced in working with children in school settings.

Within the five-year curriculum, students will complete the requirements for a dual degree. They will combine a major in Arts and Sciences for a Bachelor of Arts Degree with a major in Elementary Education for a Bachelor of Science Degree. Their knowledge of pedagogy will be gained through extended field experience in Professional Development Schools. During the last two years of their program, students will work with clinical faculty, observe and participate in various teaching/learning experiences with children, and complete initial and advanced pedagogical courses in elementary school subjects. In addition, students will serve as Teaching Interns during the 5th year and will assume major responsibilities

for classroom instruction in a Professional Development School with the possibility of being compensated as teaching interns during two-thirds of the year.

Given these general purposes, the following programmatic goals are established:

- Students will gain content knowledge in an Arts & Science major area of interest thereby working with concepts at an advanced level as they complete their major.
- Students will acquire practical information about teaching and learning through extended field experiences in Professional Development Schools.
- Students will acquire theoretical and pedagogical knowledge pertaining to education and will integrate the information in clinical settings.
- Students will use their knowledge of social, developmental and cultural influences upon learning as they take responsibility for planning and implementing instruction within classrooms.
- Students will learn critical evaluation techniques for teaching and learning.
- Students will provide appropriate instruction for developmentally different learners in the classroom.
- Students will understand the importance of continued professional development as teachers and the necessity for reflection and inquiry.

Program Components

The program contains four components: General Studies, Major Studies, Educational Studies, and Professional Studies.

General Studies. The General Studies component encompasses the General Education requirements which are part of each student's chosen major in Arts and Sciences. In addition, it includes three General Education courses required by the Elementary Education Program. These three courses will replace ten hours of the Behavioral and Social Science sixteen hour requirement in General Education. The General Education requirement will include approximately ninety-one hours of coursework.

Major Studies. The Major Studies area includes an Arts and Sciences major of the student's choosing. The coursework for the academic major is expected to span a four year period and be completed before the year of graduate study begins. A typical major will include a minimum of fifty-four hours to a maximum of seventy-two credit hours.

Educational Studies. The Educational Studies component which is distributed throughout the five year program is an array of courses which address issues in schooling, human development, human diversity, and cultural influences on learning. These courses are taught by a faculty cohort representing the Educational Foundations, Special Education and Curriculum & Instruction Departments. The Educational Studies will impact approximately twenty-four credit hours.

Professional Studies. The Professional Studies component is designed to provide a variety of experiences which connect field experiences and pedagogical studies. Field placements will provide regular contexts for observing learners, practicing various teaching strategies, organizing instructional units, and analyzing teaching/learning experiences. In order to balance course work across subject areas and provide extended exposure for each area over a period of time, sequences of undergraduate and

graduate coursework will be required in Literacy, Mathematics, Science, and Social Studies. In addition, students will have courses in Health, Motor Development, Music, and Art. They will participate in Linking Seminars which engage students in examining and integrating their teaching experiences. A student internship, formerly student teaching, will take place in Autumn of the 5th year and will be followed by half-day work as a Teaching Intern during the remainder of the public school year. During the 5th year students will take a program of graduate courses each quarter concurrently with their teaching responsibilities. All students will receive a minimum of 15 hours of graduate credit but may take as many as 24 hours of graduate credit if they choose additional elective courses. These hours will apply towards a master's degree.

Figure 1 (attached) represents a graphic presentation of a program, including the four major components, for a student who has selected a major field in English. Figure 2 (attached) identifies a similar plan for a student who has selected a major field in Biology. The two figures represent examples of programs that are on opposite ends of a continuum, with a Bachelor of Arts in English requiring 230 credits to complete, while a Bachelor of Science in Biology requires 254 hours to complete.

CONCEPTUAL FOCUS

The central focus for the Elementary Education Program is LEARNING, THE LEARNER, AND LEARNING ENVIRONMENTS. As a program preparing elementary teachers, we are interested in how individuals learn, what the various environments are that foster learning, and what roles teachers play in teaching/learning events.

Our program takes a constructivist position. We view learning as a construction by the learner in which the learner using existing knowledge structures explores, generates hypotheses, tests these hypotheses, and accommodates his "theory of the world" as a result. Real learning, thus, is initiated by the learner and involves direct experiences and change. We recognize the importance of informal learning which includes the integration of in-school and out-of-school experiences and places importance upon vicarious experiences. We also recognize that learning takes place and is interpreted within a cultural context.

Learning environments are seen as places where learners can have direct experiences and explore the functional uses of the concepts being learned. These environments need to be risk-free, stimulating, facilitating, and literate. We note that learning involves exchanging ideas and that it has a reflexive element of involving the learner in self-evaluation and in the examination of his or her own learning processes.

The role of the teacher is seen as facilitator, instructor, and fellow inquirer or role model. The teacher is responsive to learners, is challenging through questioning rather than telling, and is knowledgeable so that the information and experiences available are as valuable as possible. The elementary program asserts that teachers need to know about actual learning and need to understand unique learning styles and differences in learners.

Given this position, the central purpose of this five year program is to prepare elementary teachers to facilitate learning in elementary-aged children. We see the program as preparing skilled professionals who know how to work with children rather than professionals who are primarily subject matter specialists.

CURRICULUM DESCRIPTION

A. General Studies

During the first two years, students will complete the General Education requirements which are

appropriate for their Arts and Sciences majors. Included in this array of courses are three which are required by the Elementary Education program. These are Introductory Psychology, Human Development, and Schooling and Teaching. The remaining array of General Education courses, with programmatic variations will include the following:

- 9 credits Freshman English
- 15 credits Foreign Language (One 15 credit sequence or two 9 credit sequences)
- 18 credits Natural Science (One 15 credit sequence in Science or two 9 credit sequences)
- 9 credits Mathematics/Computer Science
- 9 credits History
- 6 credits Literature
- 16 credits Behavioral and Social Sciences
- 9 credits Humanities
- 91 Total (minimum)

The Elementary Education program will rely on the General Education distribution to provide exposure to the range of subjects addressed in the elementary school.

B. Major Studies

Major Studies for the Elementary Education program will consist of an Arts and Sciences major of the student's choice. As a program we are taking the stance that an Arts & Sciences major will provide opportunities for students both to experience advanced level courses and to manipulate concepts within a given discipline. These experiences accomplish two goals which are fundamental to the Elementary Education program: (a) they help students know about themselves as learners, and (b) they move students toward the goal of becoming well educated.

All Arts & Sciences majors will be accepted. The arrangement of courses in the Elementary Education Program has been structured to accommodate the demands of these majors. Integrated during the third and fourth years of study in the disciplinary major is coursework in Educational Studies and Professional Education. It is expected that student coursework within their Arts & Sciences major will span the first four years of this program and will be completed before each student embarks upon the fifth year.

C. Educational Studies

Educational Studies in the Elementary Education program contains coursework and learning experiences formally included in the Educational Foundations Core, Special Education offerings for mainstreaming and exceptionalities, and additional offerings from graduate departments like Educational Administration.

The goal of the Educational Studies component is to integrate foundational and general study of educational processes and issues across the 5 year curriculum. This is especially crucial during professional study in the third, fourth, and fifth years.

D. Professional Studies

Spanning the 3rd, 4th, and 5th years the Professional Studies component integrates pedagogy and practice in the student's preservice program. Four kinds of experiences are provided: (a) **foundation courses** which address generic teaching and planning issues, (b) **pedagogy courses** which provide methods of teaching for each subject area in the elementary curriculum, (c) **professional seminars** which explore educational and professional issues, and (d) **clinical practice** experiences which provide extended practice in school contexts.

FOUNDATION COURSES

Two courses are offered which address concerns common to all subject areas. In the third year, Learning and Instruction and Instructional Technology I are studied to provide information about ways of organizing instruction, integrating various media, and constructing effective learning environments. Courses in Art, Music, Health, and Motor Development are also offered in the third year and focus on content relevant to the elementary school curriculum.

PEDAGOGY COURSES

Courses in pedagogy for each subject area in the elementary school are taught during the 4th and 5th years. Mathematics, Literacy. Literature, Science, and Social Studies are presented in the 4th year. Graduate pedagogy courses are offered in the fifth year and include required courses in Mathematics, Science, and Social Studies as well as a choice of advanced courses in Literacy. Each course will address strategies for instruction, ways of organizing classrooms for subject area experiences, and evaluation strategies. Each will include specific teaching techniques which will be observed, practiced, and analyzed in the Professional Development School practicum concurrent with the 4th and 5th year courses. Each course in pedagogy will address the learning needs of developmentally different learners.

PROFESSIONAL SEMINARS

During the Autumn, Winter and Spring quarters of Year 5 and concurrent with field placements, students will enroll in Professional Seminars for 2 credits. Faculty from the Educational Foundations, Special Education, School Psychology, Educational Administration, Counseling, and Speech-Language Pathology programs will be involved in these seminars along with Elementary Education and Professional Development School faculty. These seminars would meet on a weekly basis and would permit students to continue to meet as cohorts during their 5th year and provide a means for discussion of professional issues throughout the first year of teaching responsibilities.

Topics likely to be included in these seminars are: specific classroom techniques and issues, high risk students, legal issues and concerns, professional collaboration, and home/school relations. Two topics to be specifically integrated into these seminars are developmental issues related to working with the elementary school age child and measurement and evaluation issues.

CLINICAL PRACTICE

Two full years of clinical practice are required in order to provide opportunities to gain facility with teaching and experience in working with children in school settings. Participation in Professional Development Schools will be in a variety of levels that include both primary and intermediate grades and a variety of school settings that include urban and suburban placements. Information about specific kinds of learners, about sociological and cultural influences on learning, and about learning theory will be dealt with in Linking Seminars which span Year 1 and Year 2 and provide activities and experiences that integrate pedagogy and clinical practice.

Major beliefs and faculty goals that undergird this program area include:

- Effective teaching is built upon knowledge of theory and practice.
- The importance of liberal education and life-long learning should be modeled by University faculty as well as all members of the Professional Development School.
- The College of Education is committed to the study of and service to the urban community.

Students will have experiences in cross-cultural and multicultural settings.

- Students will have a variety of field experiences in both primary and intermediate classrooms located in both urban and suburban/rural Professional Development School settings.
- University students should be given opportunities to experience and act in as many aspects of professional life as possible, i.e. teaching, inservice, conferences.
- Field experiences should provide opportunities for University students to exercise leadership in professional tasks and activities.
- Inquiry in both academic and practice environments should be modeled by University students, faculty, and the Professional Development School faculty.
- Professional learning and development should be nurtured as a central activity and should encourage and model reflection and collaboration.
- Collaboration will be modeled as University and Professional Development School faculty use a variety of supervisory structures.

SECONDARY EDUCATION PROGRAM

INTRODUCTION: A MODEL OF TEACHING

A general model of teaching influenced decisions about the components and the structure of the secondary program in the Cincinnati Initiative for Teacher Education. The model describes teaching as encompasses three activities: design, performance, and reflection.

Design is the development of frameworks to guide future action. This activity manifests itself in plans, routines, materials, scripts, etc. Performance is the most visible component and the activity most commonly associated with teaching--the face-to-face and interactive engagement with pupils and materials. It also includes interactions with other adults like parent conferences, professional committees, and workshops or interactions with student products like reading papers or marking homework. Performance in teaching is usually thought of primarily as implementation of plans. The conception of performance used here also includes improvisation. Reflection is the considerative component of practice where past and future performance are contemplated, lessons are learned from practice, and new ideas, insights, and goals are hatched. These actions draw upon a teacher's practical and professional knowledge which are framed by values and ethics and by educational experience.

Humans create and express knowledge by engaging in discourse, performance and production. Therefore, students in a teacher education program must engage, conversationally, collaboratively and repeatedly, in designing, performing and reflecting about the myriad of complex activities that comprise professional teaching.

PROGRAM GOALS

The goal of CITE is to prepare well-educated, substantively competent, beginning-level secondary teachers. The accomplishment of that goal will be recognized by students' receipt of two bachelors

degrees, one from Arts and Sciences and one from education, a provisional certificate, and the awarding of fifteen hours of Master's level credit which can also be applied toward the professional and permanent teaching certificates.

It is widely recognized that new teachers should not be expected to exhibit the level of expertise evident in the performance of master teachers. New teachers are, however, expected to show more than potential; they are expected to demonstrate ability to help pupils to learn. The proposed secondary program develops a structure of ideas, skills and beliefs which, in the short run, insures that graduates are safe to enter the profession. In the long run the cognitive structure and the reflective skills the program seeks to impart will provide intellectual scaffolding, skills, and dispositions upon which graduates can build the additional knowledge and abilities needed to become a masterful teacher.

PROGRAM DESCRIPTION

As it is currently conceived, the Integrated Five Year program is depicted in Figure 3 - Cincinnati Initiative: Secondary Teacher Education Program.

Years One and Two

Students will enroll jointly in the College of Arts and Science and the College of Education as pre-education students. Assuming the eventual acceptance of only a very limited set of exceptions conceived as equivalencies, secondary students will be expected to complete the same general education and disciplinary course work requirements as all other students enrolled in their major field of study and, thereby, earn a degree from A&S. During the first two years students will study primarily, although not exclusively, within the areas of general education and a knowledge discipline. Those areas will fill the bulk of course work in year three, too.

During the spring quarter of their first year secondary students will participate in a one credit-hour Linking Seminar whose purpose is to provide an overview of the professional preparation program (advance organizers) in relation to prospective professional role. A limited number of key concepts will be approached through reading and close discussion. In addition to addressing those concepts a key purpose of the seminar is to communicate the overall design and rationale for the secondary teacher education program.

During either the fall or the winter quarter students will be asked to undertake a one credit-hour tutoring obligation with a coordinate seminar (the first task of which will be to provide a brief but intensive training experience in tutoring). The purpose of the practicum is to afford students a first glimpse at working with learners one-on-one, placed, through occasional seminar discussions, in the larger context of the program yet to unfold.

During the second year students will be expected to take a specially-designed (A&S offered) Introduction to Psychology to be counted as part of the A&S general education requirement.

Year Three

During the third year students will take a four-hour course on human development to be counted as part of the A&S general education requirement but offered jointly by Educational Foundations and Arts and Sciences.

At the end of the third year the theme of curriculum will be introduced. Understanding of

curriculum needs to be developed at two levels. At one is knowledge of the K-12 curriculum as alternative ideas, with different values and arguments underlying them, about what should be taught to students. At the second level is knowledge of the curriculum designs, rationale, and arguments that exist within the professional culture of one's teaching field (e.g., National Council of Teachers of English, ...of Social Studies, etc.).

Year Four

Utilizing approximately two-thirds of their instructional time, students are expected to complete course work for their general education and disciplinary studies during year four. In the remaining third of their time secondary students will be exposed to an integrated set of studies addressing classroom learning, individual and cultural diversity, learning theory, human diversity, instructional planning, language development, adolescent psychology, special methods, reading, writing, and study skills, and instructional technology. Assumptions of careful curricular design will assure the distribution of faculty instructional obligations across the academic year so as not to bunch them up in any given quarter. This work will have carefully controlled practicum experiences equivalent in credit hour value to about one third of the total (six hours out of eighteen).

Year Five

Year five begins with a short opening-of-school internship coupled with a debriefing seminar. Internship I, a 3 credit-hour experience registered for in the fall quarter, starts on the day that school begins in the fall at the professional development school site to which a student is assigned; it ends the day the fall quarter begins at U.C. The purposes of that internship are to study the creation of a classroom social system; to develop relationships with cooperating teacher and pupils to be taught; and to study the school's organization, policies and procedures. Understanding of such "local history" is necessary to maximize the effectiveness of subsequent professional practice at that site.

Concurrently with Internship I students will take a "special methods seminar." In addition to providing for reflection on the internship experience, the purposes of the seminar are to study the subject curriculum of the local site and to begin unit and lesson planning for "Internship II."

Internship II is a 9 credit-hour full quarter experience, typically taken in the fall, in which students will teach two to three classes daily, during the mornings under close guidance of a cooperating teacher. The emphasis will be on application of professional knowledge and skill. Concurrently with the internship students will participate in a six credit-hour "cohort seminar." It will provide for "collaborative reflection" as students view examples of one another's instructional practice. The seminar will provide an opportunity to coach students about their instructional performance. Students who demonstrate satisfactory instructional proficiency will be promoted to "Internship III;" those that do not instruct adequately will remain in Internship II for additional coaching. In the same integrated fashion (that is, within and between educational studies and professional studies) as year four, the cohort seminar in fall and winter quarters will address special methods, instructional technology, instructional management, and school organization and professional collaboration matrixed with classroom learning, cultural and individual diversity, adolescent development, and language and communication.

Internship III is a full quarter, 12 credit-hour professional practice experience typically taken in the winter quarter. During this experience, the student will assume full decision making responsibilities for assigned classes. At this stage interns will be supervised less closely than they were in previous clinical experiences. As noted above, a 6 credit-hour cohort seminar will be taken concurrently with the third internship.

Year Five ends with an important cluster of advanced courses. As a consequence of their prior

experiences and learning in the program, students should be ready to benefit from rigorous, graduate level course work. The proposed offerings are seen as capstone experiences that integrate and extend previously encountered ideas or experience. The intent is to establish a solid knowledge base for future professional development.

More specifically, with student teaching completed successfully at the end of winter quarter, the third quarter of the fifth year is designed to accomplish three purposes. The first is to complete one final spiraling back on four key themes of the professional preparation program--the social and political context for teaching, professional issues, the lives of children, and instructional planning. The second purpose is to afford students who are about to launch their teaching careers an opportunity to enrich their curricular portfolios in anticipation of their first year of full-time teaching. The third is to begin post-baccalaureate level work that will count toward the earning of the permanent or professional certificate.

First Purpose For many years students and faculty in the teacher education program have questioned the front-end placement of academic experiences addressing the historical and political foundations of teaching. Our proposal addresses this directly by placing a master's level course of the history and politics of teaching and schooling as a capstone academic experience in the secondary program. Having completed nearly the full range of the academic and clinical experience of the program students will have a sufficient grounding in the profession as it is now to more fully appreciate a high-level, three-credit-hour masters level exposure to the political context of teaching and its historical development.

Two other domains of professional concern in teaching where exposure to the greater part of the preparation program provides an essential foundation for higher order learning center on (1) value issues and the profession and (2) the lives of children.

All professions, including teaching, are about specialized knowledge. The bulk of the preparation program aims to transmit and provide opportunities for applying that specialized knowledge. But teaching, again just like other professions, also involves commitment to and the recognition and resolution of a ceaseless set of value positions and issues. Resting on the foundation provided by the academic and clinical experiences of the preparation program to that point, in their last quarter secondary students will be required to take a three-credit-hour masters level course tentatively titled "Discourse on Education" which will utilize a case-study approach to focus intensely on professional norms and value issues in teaching.

The third course, possibly also employing a case study approach, will cap earlier academic and clinical experiences relating to human development and adolescent psychology by focussing on the lives of adolescent children. The academic underpinnings to the course will be drawn from sociology, demography, psychology, and anthropology and the professional fields of individual and family counseling and, perhaps, social work. If the first two courses address the social and institutional context of teachers as professionals, this course will afford a high-level exposure to the societal, family, and peer contexts of secondary school students.

Second Purpose Our own evaluation studies have reinforced the conclusions reported by numerous others: the first year of teaching especially is enormously demanding. Induction programs are one response to this reality. Another would be assuring that graduates of teacher preparation programs leave with a reasonable curricular portfolio in hand.

Accordingly, our proposal calls for a six-credit-hour master's level instructional planning practicum, that will, in effect, be the major inquiry project called for in the Holmes patterns (52). Following on the heels of successful clinical experiences in Internships I, II, and III, the purpose of the practicum will be to cycle back on earlier work in instructional planning. Working in cohort groups and with mentoring assistance of program faculty, students will undertake to develop as rich and extensive a curriculum

portfolio as the six-credit-hour one-quarter learning experience permits. Students will be encouraged to build plans and materials that are likely to be employed independent of particular district requirements and to develop a portfolio that spans the work of a full teaching year. In that way, the relief that will be provided by this particular practicum's work is spread out over the year, not just bunched at the beginning. This practicum, too, will be a capstone experience as well, so it serves the second purpose as described above, but its primary benefit will be capitalizing, under peer and professor eyes, on the opportunity to get a leg up on the planning obligations of the first year of full-time teaching.

Third Purpose Finally, the professional and permanent certificates in Ohio, as in many other states requires post-baccalaureate academic work. By providing fifteen hours of post-baccalaureate work as part of the five year program graduates of the University of Cincinnati's secondary teacher education program will have a significant boost on the way toward this professional goal.

Further, the summer of the fifth year provides students with the opportunity to complete the requirements for the middle level certificate in the State of Ohio. This summer experience, building on the foundation laid in the initial certification program and following the selected field and clinical experiences, will consist of two graduate level courses and results in the granting of an Ohio certificate for middle grades teaching.

PROGRAM COMPONENTS in EDUCATIONAL and PROFESSIONAL STUDIES

The Educational and Professional Studies of the secondary level teacher education program take place at three different times in a student's program: early, during year four and the first two quarters of year five, and the capstone third quarter of year five. These studies will occur in university classrooms, campus clinical experiences, and field clinical experiences. Educational and professional study during the fourth year and the first two quarters of the fifth year will take place in Professional Blocks. The Professional Block construct is an explicit attempt to juxtapose and integrate educational studies components and professional studies components of the teacher education program and to deliver instruction to pre-service teachers with the greatest impact and efficiency. The interrelations of these Block components could be organized into major thrusts such as the classroom as a social system, instructional planning and delivery, teaching specific content areas, etc. The time devoted to study during each quarter of the fourth year will be about four or five hours per week in a campus classroom plus additional time for campus clinical experiences. During Winter and Spring quarters especially, students will participate in a field clinical experience for about five hours each week.

The exact distribution of time spent in study in each of the various educational and professional studies components and their structured organization needs to be defined during the implementation of the program. Credit hour weightings have been indicated to give some sense of the amount of time students will be study and develop in the various areas. Clearly, there are major implications for how faculty engage in the planning and delivery of instruction within this model. Closer and more integrated cooperation will be necessary. More attention typically will need to be given to the coordination of the delivery of individual pieces of instruction. Faculty cohorts will need to be formed and meet on a regular basis. Time allotments will need to figured into faculty loads to allow for integrated planning sessions. There will be additional freedom to schedule and sequence instruction. Campus classroom instruction will always parallel either campus or field clinical experiences.

Description of Components: Educational Studies

Introductory Psychology [or Understanding the learning process] (3 or 4 credits) [DISCRETE COURSE] This course will be an introductory level psychology course offered by the Psychology Department for non-majors under the guidelines of the new General Education proposal. This will not be one quarter of the three quarter sequence currently offered in the Department of Psychology. We are assuming that we can negotiate with them for a course more suited to our needs but taught by their faculty. Possible topics

for this course will include: Learning and Perception, Memory and Cognition, Personality, Identity and Motivation, Intelligence

Human Development [or Understanding Learners] (4 credits) [DISCRETE COURSE] This course will present an overview of the origins and development of behaviors extending from the prenatal period through adolescence and maturity. Highlighted topics include language, physical, and social-emotional, cognitive, and personality development.

The course is designed to present practical information on how individuals grow and learn. Also, the student will be provided with exercises experiences that will encourage independent problem-solving and decision-making. It is not intended to be a "how-to" course; although it is expected that the principles addressed, herein, will give the student a sound basis for making sensible applications in later professional situations.

Topics that will be included are: (1) principles and selected theories associated with cognitive, social-emotional, language, personality, and physical development; (2) processes of development, significant milestones, and behaviors which are common to infant, child, and adolescent development; (3) variations in human development, specifically multicultural differences and developmental disruptions (e.g., divorce, handicapping conditions, child abuse, etc.); (4) the integral role of the family in the development cycle; (5) a working familiarity with professional and lay publications/materials available in libraries and designated resource centers; (6) theoretical educational/learning concepts through class participation and through performance on tests, reports (written\oral) and/or other assigned projects; (7) a personal and professional awareness of the significance of human development and growth as related to the school and social learning in the individual.

Classroom Learning (2 credits) [BLOCK COMPONENT] The goal of this component is to provide an introductory analysis of learning issues in the context of classroom instruction and to provide opportunity, through discussion and writing, for students to examine their own conceptions of learning and classroom instruction.

Topics will include: (1) learning and instructional theory (cognitive constructivism and social interactional theories); (2) learning environments and communities (classroom management, psycho-social issues); (3) modes of thought (verbal and analytical thinking, language structure); (4) evaluation of learning (contextual and philosophical issues).

Cultural Diversity (2 credits) [BLOCK COMPONENT] This component will provide information and theories on human relations that will assist the prospective teacher in working effectively with students regardless of race, religion, sex, socioeconomic status, or exceptionality not requiring a full-time specialized education environment. Another objective is to provide students, as prospective consumers and/or supporters of education, with perspectives for analyzing the contemporary conflicts and reconciliations that characterize much of the human relations in education. Topics will include the following: (1) the scope of inequalities including those related to race, gender, class, etc.; (2) explanations of social inequalities with schools and society at large; study of social structural model as related to various minority students, gender discrimination, special needs students; (3) instructional and organizational strategies for responding human diversity in the schools.

Adolescent Development (2 credits) [BLOCK COMPONENT] A component in the study of factors involved in the physical, behavioral, social-emotional language, cognitive, and personality development during adolescence. The influences of the family, the community, peers, and the school/work experience will also be discussed.

The student will be provided with exercises/experiences that will encourage independent problem-solving and decision-making. It is not intended to be considered a "how-to" course, although it is expected that the principles addressed herein will give the student a sound basis for making sensible application in later professional situations. Topics will include: (1) principles, issues, and selected theories associated with cognitive, social-emotional, language, personality and physical development in middle childhood and adolescence; (2) processes of development, significant milestones, and behaviors which are common to this development period; (3) variations in human development, specifically multicultural differences and developmental disruptions (e.g., divorce, handicapping conditions, eating disorders, etc.); (4) the integral role of the family in the developmental cycle.

Individual Diversity (2 credits) [BLOCK COMPONENT] This component addresses the issue of human diversity, as it is reflected in variations among individuals in learning styles and developmental rates, interactional styles, and accessing the environment through communication, mobility, vision and audition. The impact of diversity on learning environments will be discussed grounded in the concept of maintaining students in the least restrictive environment. Topics will include: (1) the impact of variations among individuals in learning styles and developmental rates, interactional styles, and accessing the environment through communication, mobility, vision and audition on human development; (2) how society historically and currently views and deals with variations in human development; (3) how society's historical and current view of variations in human development are reflected in schooling; (4) how society's historical and current view of variations in human development are reflected in individuals being identified as exceptional; (5) the teacher's role and responsibility in providing successful learning environments and experiences for all children, including those who demonstrate variations in development.

Language and Communication (2 credits) [BLOCK COMPONENT] A component in the study of language learning in children and youth, including the factors influencing language development and use. Particular attention will be paid to the relationship of

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language development to literacy learning and classroom interaction. Component is linked to the field in activities and discussion. Topics are to include: (1) the development of communicative and linguistic competence: (2) characteristics of conditions that result in variations of communicative and linguistic competence; (3) impact of learning styles and context (including social, cultural, and physical) on language learning; (4) language as subject matter, i.e. texts, components which comprise texts (syntax, semantics, morphology, phonology/orthography)

Measurement and Evaluation (2 credits) [BLOCK COMPONENT] This component is designed as an introductory course in measurement and evaluation designed to prepare students to understand the measurement and evaluation aspects of teaching. The three primary objectives of the component are to produce better educated 'consumers' of educational measurement and evaluation materials; to introduce basic measurement concepts and techniques; to provide opportunities for evaluating measurement data to make educational decisions. Topics include: (1) introduction to educational tests and testing; (2) norm-referenced measurement; (3) criterion-referenced measurement; (4) evaluating educational tests; (5) statistical concepts for test evaluation; (6) reliability; (7) validity; (8) comparative data; (9) test bias: assessment and improvement; (10) test design; (11) test construction. The component will be conducted in a workshop and seminar format. Most sessions will be devoted to working through simulated problems using measurement materials and data in small groups. Additionally there will be discussion of the problem vignettes and relevant measurement concepts or techniques. For several exercises a simulation of classroom testing reports and related materials will be used.

Additionally, topics concerning test construction would be developed in conjunction with the Professional Studies Block components of 'Instructional Planning,' 'Instructional Management,' and 'Special Methods.' Topics would include the development of teacher-made tests, test item analysis, and the development of evaluation plans for courses..

Schooling and Teaching (3 credits) [GRADUATE DISCRETE COURSE] The purpose of this course is to provide an introduction to the political, economic, and social conditions affecting the profession of teaching, and the political and economic factors determining the curriculum and methods of instruction. Topics will include: (1) the goals of American education; (2) the profession of teaching; (3) the influence of educational policies on teaching; (4) the development of the public school curriculum; (5) institutional factors affecting the curriculum; (6) the political context of teaching.

Discourse of Education (3 credits) [GRADUATE DISCRETE COURSE **TAUGHT JOINTLY IN EDUCATIONAL STUDIES AND PROFESSIONAL STUDIES**]
N.B.: The description below needs to be modified from that presented by Educational Foundations to correspond more closely to the secondary faculty's intention for the course. Modifications should focus the course more on professional values and ethical issues in the context of a profession which draws its specialized knowledge from a variety of intellectual, academic, and practical sources. Furthermore, while historical ties are often valuable, the focus should be on considering and sharpening capacities to participate in the kinds of professional discourse and debate that will characterize their future lives as professionals.

The course needs to recognize and communicate the idea that teachers do more than simply engage in a particular sort of work. Teachers also enter a tradition of knowledge and understandings. This tradition might be considered as a long conversation; one which begins with Greek understandings and carries on in various forms, to the present. It is, to use contemporary terminology, a distinctive discourse, on which defines the object of educational knowledge. The course has two objects: (a) to familiarize students with some major elements of educational discourse (i.e., the vocabulary of their own profession) as they appear in classical and recently influential literature of education, and (b) to identify a number of contemporary themes and problems in educational practice, show their historical development, and plot out future alternatives.

Lives of Adolescents (3 credits) [GRADUATE DISCRETE COURSE] This course, possibly employing a case study approach, will cap earlier academic and clinical experiences relating to human development and adolescent psychology by focussing on the lives of pre-adolescent and adolescent children. The academic underpinnings to the course will be drawn from sociology, demography, psychology, and anthropology and the professional fields of individual and family counseling and, perhaps, social work. If the two courses 'Discourse of Education,' and 'Schooling and Teaching' address the social and institutional context of teachers as professionals, this course will afford a high-level exposure to the societal, family, and peer contexts of secondary school students.

Description of Components: Professional Studies

Linking Seminar (1 credit) [DISCRETE COURSE] During the spring quarter of their first year secondary students will participate in a one credit-hour Linking Seminar whose purpose is to provide an overview of the professional preparation program (advance organizers) in relation to prospective professional role. A limited number of key concepts will be approached through reading and close discussion. In addition to addressing those concepts a key purpose of the seminar is to communicate the overall design and rationale for the secondary teacher education program.

Linking Seminar - Tutoring (1 credit) [DISCRETE COURSE AND FIELD CLINICAL EXPERIENCE] One of the purposes of an early clinical experience is for the student to begin the transition from student to teacher. UC students will apply to middle schools (perhaps high schools, too?) for tutoring positions so that they may begin their teaching explorations in a one-one situation. This

will enable UC students to explore such things as their content area, what it is like to work with children and adolescents in an instructional setting, how people learn, techniques that seem to work as well as those that do not, etc. During this exploratory phase UC students will not have to be concerned about discipline problems or transitions which seem to be a part of whole group instruction. This in-school experience will be moderated by on-campus linking seminars.

School and Subject Curricula (4 credits) [DISCRETE COURSE] At the end of the third year the concept of curriculum will be introduced as a key organizing principle in the definition of teacher role. The understanding of curriculum needs to be developed at two levels. One level covers conceptualizations of K-12 curriculums as alternative ideas, based on differing values and rationales, about what should be taught to students. Learner capacity, prior experience and accomplishment, and context are important to the development of curricula as are beliefs about the nature of current and future society. The second level of importance, especially in secondary education, is knowledge of the curriculum designs and rationales within the professional culture of one's teaching field (e.g., National Council of Teachers of English, ...of Social Studies, etc.). Reflecting the obvious juncture on such matters between the professional concerns of Education faculty and the disciplinary orientation of subject matter faculty in Arts and Science, parts of the course would be taught collaboratively, drawing from the secondary education faculty as well as from A&S faculty representing the subject matter disciplines.

This course will address issues of content to be taught in schools of the twenty-first century and how best to organize it. Because students will have spent 2-2/3 years studying themes from general education and the particular discipline of their academic major, they should be well prepared to begin to learn about curriculum decision making. The curriculum component prepares students for a major theme of year four: instructional models and tactics. Knowledge of a discipline and of curricular design provide a basis for learning about models of instruction. A last point related to sequence concerns the level of depth and detail of this course. It is intended to be a sophisticated introduction to the intensive work of professional preparation of the last two years of the program. It will provide important advance organizers to help students begin to think about curricular questions and perceive relations between curriculum, instruction, learners and their contexts, and professional role.

Instructional Planning (3 credits) [BLOCK COMPONENT] Instructional Planning establishes a framework for providing meaningful instruction in secondary classrooms. Designed for pre-service teachers, the major components of this component include:

1. A planning component to enable students to acquire and refine basic planning skills that undergird instruction;

2. An instructional design component to familiarize students with the relationship between information processing theory and the characteristics of information processing teaching models and to prepare students to recognize, design, implement, and analyze lessons using deductive and inductive instructional sequences and models;

3. An instructional content component to enhance students understanding of three basic types of content – facts, concepts, and generalizations or principles and their interrelationships in a curriculum – and the roles each plays in cognitive instruction;

4. A teaching skills component to provide opportunities for students to gain experience in teaching and analyzing deductive and inductive model lessons using a micro-teaching format; and,

5. An instructional management component to emphasize the relationships between instruction and student behavior, for creating and maintaining an effective and efficient learning environment.

Lesson Plans: Preparation of a lesson plan for each of the following models: (1) Deductive Model, (2) Inductive Model, and (3) Integrative Model. Students will follow the lesson plan format that will provided for each lesson model. The first two lesson plans may be based on the micro-teaching lessons.

Unit Outline and Concept Map: Students select a chapter or unit from a secondary textbook in their certification area and prepare an outline of the major content items contained in it. Using this as a base, students organize the content conceptually and identifying hierarchical relationships between concepts and generalizations.

Instructional Technology (4 credits) [BLOCK COMPONENT] The goal of this component is to introduce pre-service teachers to the ideas, skills, hardware, and software associated with technologies used for instruction and to insure teacher competency in the use of various instructional technologies. Topics include: (1) definitions of technology (general, educational, instructional); (2) learning theories and practices associated with instructional technology; (3) design of mediated instruction; (4) use, selection, evaluation, production of instructional media and materials; (5) evaluation of instructional technology beyond learning (social, cultural, ecological, ethical problems with technology).

Seminars will be arranged to evaluate and synthesize modules of work completed in areas of special methods, measurement and evaluation, instructional planning, cultural and individual diversity, and language and communication. This specialized set of modules will be designed in coordination with other faculty responsible for these classes. Assistance with work in the computer laboratory and evaluation will be the responsibility of the Instructional Technology faculty. In addition, each student

will have at least one **field experience** using computer technology in a classroom.

Special Methods -- (English, Mathematics, Reading, Science, Social Studies, Foreign Language) (4 credits) [BLOCK COMPONENT] This is a component (actually six different components) that addresses the instructional methods and curriculum issues that are specific to the academic area of certification. Each academic certification area has special knowledges, skills, and values that need to be developed with students. It is within these special methods components that these areas of professional study take place. This component needs to be taught in the context of campus and field clinical experiences.

Teaching Reading, Writing, and Study Skills (3 credits) (BLOCK COMPONENT) Language is used to learn. The ability to read and write are essential to students' successful study in the content areas. This component provides teachers with the skills to help students in their content classrooms to learn effectively from print materials, to use writing competently in communicating their cognitive, creative, and affective knowledge; and to develop strategies proficiently to become independent learners.

Content area teachers need to know how students develop in understanding and using language; how readers create and discover meaning from print, and monitor their comprehension; the processes and elements involved in writing and its impact on thinking; and the major historical and current research related to areas of reading and writing in their content.

Teachers of the content subjects must be able to help students to use written language to improve their learning; to use a variety of effective reading and writing instructional strategies appropriate to diverse cultural and learning ability groups and individuals; to guide students in experiencing and improving their processes of reading and writing for personal, social and academic needs; to select, design and organize objectives, strategies and materials appropriate for incorporating reading, writing, and learning skills into the content areas.

Teachers of content area subjects need to develop attitudes that recognize that all students are worthy of a teacher's attention; demonstrate a respect for the individual language/dialect of each student; demonstrate a willingness to seek a match between students' needs and curriculum objectives, methods, and materials; and demonstrate a willingness to encourage students to respond critically.

Instructional Management (2 credits) [BLOCK COMPONENT] Instructional management has a variety of connotations and teachers hold many views on how to structure the organization of classrooms. Generally, the goals of instructional management are aimed toward student behavior and misbehavior, on-task behavior of both students and teachers, human relations, the facilitation of learning, the development of socialization and democratic principles. There are a number of steps and procedures that can be taken in order to achieve these goals. Management approaches cluster around several psychological and philosophical perspectives. Ultimately, teachers need to be in control of the learning environment and of student behavior so that learning in safety can take place. Also, teachers need to act within the broader context of schools and the home life of students.

This professional block component is to develop understandings of instructional management and more importantly to develop skills of classroom management. The instructional activities will include classroom instruction, campus clinical experiences where real classrooms will be presented via videotape and where students can practice management skills in controlled situations, and field clinical experiences where our students will observe, discover, and implement effective instructional management skills.

School Organization and Professional Collaboration (2 credits) [BLOCK COMPONENT] The following material is a placeholder. It was drawn from a much more extensive (six credit hour) proposal prepared by the Support for Student Development Local Group. Its purpose is to provide a basis, along with the discrete master-level course, Lives of Adolescents, for further negotiation on specifics.

A major emphasis of the Holmes initiative has, from its inception, been on developing collaborative, cross-disciplinary efforts. For pre-service teachers to become effective in the collaborative process for solving complex problems requires that they be provided specific learning experiences designed to make them aware of the areas of expertise and functions of the various support staff as well as to teach the skills involved in cooperative collaboration.

The essential pattern indicators are specified as: (a) study of the work of school and community professionals in relation to the work of teachers, (b) study of and practice with unique problems faced by specific student populations, e.g. urban poor, handicapped, minority, (c) case study in consultation with students from Health and Nutrition, Counseling, School Psychology and Social Work, (d) opportunity to participate on professional teams involved in problem assessment and intervention, and (e) practice recognizing and responding to students' problems in one's own classroom.

Faculty from three involved departments--School Psychology & Counseling, Educational Administration and Special Education-- will be able to work with pre-service teachers in the development of collaboration skills, developing increased awareness of the various adjustment problems faced by children and youth and in the application of these knowledge and skills to actual case situations from the students' field experiences via case studies.

The range of problems impacting students today represents a formidable challenge to teachers and other professionals

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in the schools. To believe that a teacher can be concerned only about instruction without taking into account the numerous ecological factors that also influence the ability of students to benefit from education is misguided. Major social and adjustment problems confronted by children and youth such as substance abuse, teenage pregnancy, student suicide, child abuse and neglect, physical and intellectual disabilities, and the development of mentally healthy, productive lifestyles represent very real issues in the lives of many of today's students. Teachers must be familiar with such problems and the ways in which they can influence their students. Furthermore, teachers must be familiar with strategies that can be employed to prevent or to respond positively to such issues in the schools.

The primary purposes of this proposed curricular component are (1) to provide future teachers with knowledge and skills that will enable them to respond effectively to student-related concerns in the schools through small group collaborative problem solving methods with pupil personnel and administrative personnel, (2) to familiarize future teachers with major social and adjustment problems that impact children and youth in the schools, (3) to provide future teachers with the opportunity to apply their knowledge of those social problems and their skills in collaborative problem solving in developing preventive or intervention programs in the school setting, and (4) to acquaint future teachers with the rules and expertise of non-teaching educational personnel and the collaborative processes necessary for effective educational interventions.

Pre-Teaching Associate Experience (2 credits) [CAMPUS CLINICAL EXPERIENCE] Students will have three peer teaching campus clinical experiences, as well as a variety of other clinical experiences that require students to plan instruction, analyze case studies of instruction, and evaluate the quality of instruction. Each student will be videotaped, thus permitting students to view and analyze their own teaching.
A second micro-teaching experience will add another dimension – a formal critique of a student's teaching by a graduate teaching assistant. Students will be part of a peer team for the analysis phase of the third micro-teaching experience. During this phase, students will analyze their own teaching performance and that of two others.

Micro-teaching Session #1: Peer teach the meaning of a word or idea that is of special significance in the student's content certification area. Requirements include preparing a lesson plan, teaching the lesson, viewing the videotape of your lesson, and completing the self-analysis form.

Micro-teaching Session #2: Peer teach a concept or generalization using the deductive model. Requirements include preparing a lesson plan, teaching the lesson, viewing the videotape of the lesson and completing the self-analysis form, and having the lesson analyzed and debriefed by a graduate teaching assistant.

Micro-teaching Session #3: Peer teach a concept or generalization using the inductive model. Requirements include preparing a lesson plan, teaching the lesson, viewing the videotape of your lesson and completing the self-analysis form, viewing the videotapes of two other peers and completing the analysis form for each, and meeting with two other class members to provide and receive feedback.

Teaching Associate Experience (4 credits) [FIELD CLINICAL EXPERIENCE] The purpose of the field based clinical experiences during the fourth year is to provide opportunities for future teachers (interns) to practice skills. Typical activities might include presenting information, doing a demonstration, leading a discussion, introducing a laboratory activity or field trip, reviewing homework or other assignments, handing back tests and reviewing them with students, introducing/showing a film or slide presentation, or any other "singular" instructional activity. Initially, students will be in front of the class for relatively short periods of time, perhaps 15 to 20 minutes, which should eliminate most discipline problems. As skills and confidence increase, the field experience student should be responsible for longer segments of time and for transitions from one type of activity to another.

Teaching associates should engage in several kinds of activities with student in different settings and at different grade levels. They should plan and deliver those parts of the lesson for which they have responsibility, although the cooperating teacher may reserve the right to approve the plans before they are tried. Students should reflect upon their experiences and discuss them with the cooperating teacher and university supervisor.

College of Education faculty should discuss instructional efforts with interns and assure that ideas presented during university courses are being applied during these experiences. Questions like, "What did you do?", "What was the result?", "Why did you decide to use that approach?" and "What might you have done that would have been more effective?" should be discussed. A college faculty member will work closely with the cooperating teacher to assure that students were progressing on schedule. If requested by the cooperating teacher, a UC faculty member will observe the teaching associate (this would be in situations where the cooperating teacher perceived problems).

Cooperating teachers will provide assistance to the teaching associate student during the planning of specific activities, provide feedback to the student on the strength and weaknesses of the "mini-lesson," and determine with the student when it is appropriate for the intern to assume responsibility for longer time segments and for transitions from one activity to another. The cooperating teacher will provide some sort of summative evaluation of the qualifications of the intern to progress through the program. Criteria for judging teaching associates will include: mastery of content, ability to manage students, ability to present information,

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attitude toward teaching, self-confidence mastery of a range of instructional skills, dependability, etc.

Internship I - Opening of School Experience (3 credits) [FIELD CLINICAL EXPERIENCE AND SEMINAR] This field clinical experience will be about two weeks in duration, beginning the first day school opens (or day preceding it), at Professional Development School sites. Responsibility for guidance, instruction, and supervision will be given to Professional Development School teachers who have been granted adjunct status (also permits initial relationships to develop). Students will be provided with a packet of guidelines and activities to observe or accomplish (e.g., setting up the classroom, establishing rules and procedures, initial instructional strategies, clarification of teacher, school, and district policies/ procedures influences). Students will need to observe several teachers, including some in the same subject, some in different subjects, and some at different grade levels. PDS teachers will provide debriefing on organizing classrooms and getting ready instructionally (e.g., starting with success, bulletin board philosophy). The experience may include a "truths and myths" component focusing on teaching in urban or suburban schools.

Internship II - Internship (9 credits) [FIELD CLINICAL EXPERIENCE], **Internship III - Residency** BETTER NAME NEEDED (12 credits) [FIELD CLINICAL EXPERIENCE] The pattern of involvement in the schools during the internship and residency quarters might follow one of three possible organizations. The best pattern still needs to be identified. One pattern would be that during the first five weeks, teach one to two classes in the morning and take on-campus classes in the afternoon. During the second five weeks, teaching responsibilities would be increased and student teachers would remain in school all day, gradually assuming the full range of teaching responsibilities. There would be no on-campus classes. This pattern would be repeated at a new field site during Winter quarter.

A second possible pattern would be to spend the first week in an on-campus seminar addressing types of student teaching settings, pre-knowledge about schooling, content, management, etc. Then spend weeks two and three in school all day, assuming gradual responsibility for the team teaching of one to two classes. Then spend the next six weeks in school, all day, gradually assuming shared responsibilities for the full teaching schedule. A pull-out system could be used, freeing student for one full day approximately every five to seven days. This time could be spent receiving on-campus instruction, guidance, etc. Week ten would be spent on-campus for instruction and guided reflection. This is a highly supportive, collaborative model. The clear expectation is that the student teacher and the cooperating teacher will share instructional responsibilities in a team teaching mode. The cooperating teacher functions as a mentor.

Curriculum Portfolio (6 credits) [GRADUATE DISCRETE COURSE] Our own evaluation studies have reinforced the conclusions reported by numerous others: the first year of teaching especially is enormously demanding. Induction programs are one response to this reality. Another would be assuring that graduates of teacher preparation programs leave with a reasonable curricular portfolio in hand.

Accordingly, our proposal calls for a major inquiry project called for in the Holmes patterns (52). Following on the heels of successful clinical experiences in Internships I, II, and III, the purpose of the practicum will be to cycle back on earlier work in instructional planning and, working in cohort groups and with mentoring assistance of program faculty, undertake to develop as rich and extensive a curriculum portfolio as the six-credit-hour one quarter permits. Students will be encouraged to build plans and materials that are likely to be employed at some time in the future and to develop a portfolio that represents their professional knowledge and skills. In that way, some relief would be provided by this particular practicum's work during the first year of teaching. This practicum, too, will be a capstone experience as well, so it serves the second purpose as described above, but its primary benefit will be capitalizing, under peer and professor eyes, on an opportunity to plan curricula.

THE DESIGN PROCESS

The process of designing, approving, and implementing the Cincinnati Initiative for Teacher Education has been complex and protracted. The deliberations and actions of the faculty and the eventual institutional commitment can be better understood within the context of the work undertaken. The University of Cincinnati, College of Education has 95 full time faculty members and four administrators. The College is divided into seven departments: Early Childhood and Special Education, Educational Administration, Educational Foundations, School Health and Counseling, Health and Nutrition, Criminal Justice, Curriculum and Instruction. The elementary and secondary teacher education programs are components of the C&I Department. The University is located in the heart of the city of Cincinnati. The city is in turn surrounded by more affluent suburbs, with a total population of about a million and a half.

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As the teacher education programs began discussions around the national Holmes agenda, new state certification requirements had to be met which affected the number of courses required for a content area for elementary majors. Several other courses were revised at that time to improve the portfolio presented for state approval. Also, beginning in about 1987 we experience a dramatic rise in enrollments in the elementary and secondary programs over which we did not initially have control. These programs had been staffed and other resources provided to support about 120 elementary students and 50 secondary students. The press of students pushed the student population to 160 elementary and 65 secondary students.

The process of redesigning programs was started under Dean Hendrik Gideonse in the autumn of 1985. In the autumn of 1986 Dean Lonnie Wagstaff continued with the efforts. Acting Dean Nancy Evers during the interim period from July 1989 until the present Dean, Louis Castenell, came to the College in January of 1990. All through the design process the faculty who were most heavily involved continually changed. Typically any one faculty member served in this capacity for perhaps a year before voluntarily stepping aside to be replaced by another volunteer. During the last year and a half virtually all teacher education faculty were heavily involved.

The College of Education and the University of Cincinnati accepted the invitation to become a charter member of the Holmes Group in the spring of 1986. By doing so the college agreed to pursue an examination of current teacher education programs and to initiate program changes within the broad framework provided by the Holmes initiatives.

During the 1986-1987 academic year the faculty of the College decided to familiarize itself with the reform initiatives. To this end, Dr. Judith Lanier, Dean of Michigan State University's College of Education and Chair of the Holmes group addressed the faculty in November, 1986. Dr. Victor Rentel, Associate Dean of the College of Education at Ohio State and principal author of their reform plan, shared his perspectives and experiences with the college in December, 1986. In January of 1987 College faculty participated in the inaugural meeting of the Holmes Group institutions in Washington, D.C. At this meeting university educators, researchers, school teachers, and professional organization members met to present and discuss pertinent issues and to frame the future work of the consortium. In the spring of 1987, faculty representatives participated in regional Holmes meetings to coordinate efforts of member institutions and to establish subcommittees to begin work in the areas of curriculum; evaluation and research; equity and excellence in education; and government relations and liaison.

In August of 1987 a task force was appointed by Dean Lonnie Wagstaff to address the conceptual work and initial response of the College to the reform initiatives. The planning task force was composed of faculty from each department in the College, College administrators, school administrators, and teacher representatives.

The focus of the work of the Holmes Task Force was on the development of a conceptual framework for pursuing planning and implementation efforts in the college, not on proposing a master plan for teacher education program reform. The Task Force identified early in their work that faculty and student resistance to the reform initiatives at a number of Holmes institutions was due to the top-down, non-participatory nature of their planning process. They agreed, in response to these reactions that appear often in program development work, to two general working assumptions: (1) the planning work was to be one of idea exploration, taking advantage of the window of opportunity provided by the reform initiatives, not to be approached as policy or program implementation relying solely on the Holmes or Carnegie reports. (2) Those responsible for and most affected by teacher education programs (faculty, students, school collaborators) should be most deeply involved in policy decisions and planning undertaken by the College. Guided by these assumptions the Task Force developed theoretical and process frameworks for the design work in the College.

For two years the Task Force worked to lay out their thoughts on teacher education. Task Force members met frequently with faculty from the departments and representatives from the schools to think about and record their ideas. These departmental groups were referred to as "local" groups. Two College wide votes occurred in the spring of 1988. In February the faculty voted to continue with the use of the "Pattern Language" process. In June the faculty endorsed the conception of a "Holmes type" teacher education program for the College with the details to be developed.

Beginning with an on-campus retreat in the autumn of 1988, almost all of the teacher education faculty and some representatives from schools met initially bi-weekly to share conceptions of teacher education and attempt to configure a five-year integrated teacher education program. By the spring the local groups were meeting every Friday morning to discuss, argue, and attempt to come to agreements. Preliminary proposals were submitted to the Task Force in June of 1989 and the decision was made to let implementation to be delayed one year to the autumn of 1991. The autumn quarter of 1989 was filled with hectic and energetic meetings to hammer out final proposals by December 1989. The proposals were submitted for departmental approval, Academic Programs Committee approval, and finally College Senate approval. In March, 1990 the proposals were submitted to and external review committee of distinguished teacher educators. After this review the proposals were forwarded to the Provost along with a resource needs analysis for funding. Promise of substantial funding and other support came during the summer of 1990. The 1990-91 autumn quarter was filled with resource negotiations, strategic planning for the renovation of the Teachers College building, and writing of state grant proposals for needed equipment. During the winter quarter a new guiding and governance body was installed to replace the informal Task Force, called the Teacher Education Counsel. This official steering committee broadly represents the departments of the College and has heavy representation from the schools.

PATTERN LANGUAGE

Beginning in the Summer of 1988 and continuing to the present College faculty have been involved in proposing, discussing, and writing a set of patterns for teacher education that framed and operationalized the planning efforts. The current version of the Pattern Language, A Pattern Language for Teaching (September, 1989) contains 89 patterns. The patterns have been broadly grouped into a set of College Core Patterns, which embody the overall mission and goals for teacher education in the College; outcomes for the programs categorized as Professional Ways of Knowing, Doing, and Being; Knowledge-Related activities for Professional Study and program Structures for their accomplishment; and Professional Practice Patterns describing Practice-Related Activities and Structures. This organization and specific pattern names are illustrated in Figure 4.

Each pattern in A Pattern Language for Teaching follows the same general form. First, a rationale for the pattern is proposed based on the nature of teaching practice, professional needs, theory and research, and College goals. This statement is followed by a prescriptive statement in bold print related to the general implementation of this pattern in the teacher education programs. Following this is a set of "essential pattern indicators" describing more specific activities that would provide evidence for the existence of the pattern-in-use. The final section lists other major patterns to which this current pattern connects in a network-like fashion.

The Pattern Language is an unfinished and ongoing effort. The current version does not adequately capture the intricacy and detail of the current proposals nor do the current proposals completely capture all of the goals and aspirations in the Pattern Language. The value of the Pattern Language has been its role as a place to attempt to capture and record our understandings and goals for our work. It is not functioning solely as a set criterion by which programs will be measured, but rather as an evolving set of images to guide and coordinate our work, which eventually will come to comprise

a set of standards for its conduct and assessment. At one level the Pattern Language constitutes a theory for our practice. At another level, it provides advice for practical implementation.

ISSUES

Throughout the planning process and continuing into the present there have been many instances of disagreement and conflict over issues philosophical orientation, substance, and procedure. There are wounds to be sure. Perhaps most have healed. The design process has been energetic and continues to be exhausting. The following list illustrates the nature of the "discussions" that have taken place.

- The Task Force was regarded with suspicion by departmental faculty. The locus of control of the elementary and secondary education programs seemed to be shifting out of the Curriculum and Instruction Department.

- The use of Pattern Language was strained at times and full agreement difficult. There were major concerns about the patterns being used strictly to evaluate the proposals put forth when agreement was absent.

- In the absence of agreement of on the details of specific courses a matrix of professional education course content was proposed (Figure 5) and eventually adopted for the secondary education proposal. Some faculty were not at all satisfied with this relatively vague approach and wanted detail course syllabi.

- The School Psychology and Counseling faculty were late comers to the planning process, causing last minute revisions to proposals.

- Conflict arose when all the Arts and Sciences and desired education courses needed to be fitted into five years, especially in the elementary program.

- There were different perceptions of clinical and field experiences. Some resolution was obtained by thinking of these components as being used as exploratory, conceptual introductory, or application activities.

- There was concern about the length of the programs discouraging student enrollment and discriminating against minority and poor students.

- Turf battles raged over how much of the program would be "owned" by the various department of the College.

- Toward the end of the design process deadlines were established. The forcing of "closure" was uncomfortable for some faculty while others wanted closure much earlier.

- No one was ever too sure what a vote meant: Did we vote to implement? Did we vote to keep planning. What if we vote to implement but resources are not provided?

- Extra resources would clearly be needed to implement the programs. But, why do all this planning without a promise of funding. But, the University could not fund vague ideas.

There seems to be a happy ending though. The faculty are enthusiastic. Worst fears were unfounded. Students are materializing. Resources are being provided. The work continues.

Figure 1: CINCINNATI INITIATIVE: ELEMENTARY TEACHER EDUCATION PROGRAM — ENGLISH MAJOR

	YEAR 1 AUTUMN	QC	WINTER	QC	SPRING	QC	SUMMER	QC	YEAR 2 AUTUMN	QC	WINTER	QC	SPRING	QC	SUMMER	QC	YEAR 3 AUTUMN	QC	WINTER	QC	SPRING	QC	SUMMER	QC
General Ed	Fr Eng	3	Fr Eng	3	Fr Eng	3			Math	3	Math	3	Math	3			Humanity	3						
	Lang	5	Lang	5	Lang	5			In Psyc	3	Humanity	3	Humanity	3										
	B/Soc Sci	3	B/Soc Sci	3																				
	Nat Sci	3	Nat Sci	3	Nat Sci	3			Nat Sci	3	Nat Sci	3	Nat Sci	3										
	History	3	History	3	History	3			Lit 300	3			Lang 340	3										
Major Study									Lit 334	3	Lit 335	3	Lit 336	3			Am Lit	3	Am Lit	3				
									Lit 300	*			Lang 340	*			Shakesp	3	Shakesp	3				
																	Adv Eng	3	Adv Eng	3	Adv Eng	3		
																	Adv Eng	3	Adv Eng	3				
Ed Study									In Psyc	*											Lrng Inst**			
Prof Study					Link Sem	1					Tutoring	1	Link Sem	1					Art	3	Lrng Inst	5		
																			Mot Dev	3	In Tech I	3		
																					Health	3		
																					Music	3		
QTR TOTALS		17		17		15		0		15		13		16		0		15		18		17		0
YR TOTALS								49								44								50

	YEAR 4 AUTUMN	QC	WINTER	QC	SPRING	QC	SUMMER	QC	YEAR 5 AUTUMN	QC	WINTER	QC	SPRING	QC	SUMMER	QC
General Ed	Hum Dev	4														
	Sch & Tch	3														
Major Study	Adv Eng	3	Adv Eng	3	Adv Eng	3										
	Adv Eng	3														
Ed Study	In Div	2	Cul Div	2	Lang Com	2			Prof Sem **		Prof Sem **		Fnd (G)	3		
	Hum Dev	*														
	Sch & Tch	*														
Prof Study			Math Mth	3	SS Mth	3			Intern I	12	Intern II	3	Inter III	3		
			Sci Mth	3	Lit Pr/Pr	3			Open Prac	2	In Tec II	1				
			Lit Fnd	3	Child Lit	3			Pro Sem G	2	Pro Sem G	2	Pro Sem G	2		
			Assoc I	2	Assoc II	2					Read (G)	3	Math (G)	3		
											SS (G)	3	Sci (G)	3		
QTR TOTALS		15		16		16		0		16		12		14		0
YR TOTALS								47								42

GEN ED TOTAL = 91

MAJOR TOTAL = 48

ED STUDY TOTA = 9

PR STUDY TOTAL= 84

PROGRAM TOTAL = 232

A&S GEN EDUC	
Fr English	9
Forgn Lang	15
NatScience	18
Math/CompS	9
History	9
oLiterature	6
xBeh/Soc Sc	16
Humanities	9
	91

o 6 credits Lit part of Major

x 10 credits Ed St Part of Gen Ed

* Credits counted in General Education

**Credits counted in Professional Study

Figure 2: CINCINNATI INITIATIVE: ELEMENTARY TEACHER EDUCATION PROGRAM — BIOLOGY MAJOR

	YEAR 1 AUTUMN	QC	WINTER	QC	SPRING	QC	SUMMER	QC	YEAR 2 AUTUMN	QC	WINTER	QC	SPRING	QC	SUMMER	QC	YEAR 3 AUTUMN	QC	WINTER	QC	SPRING	QC	SUMMER	QC
General Ed	Fr Eng	3	Fr Eng	3	Fr Eng	3			Math	3	Math	3	Math	3			Humanity	3	Humanity	3				
	Lang	5	Lang	5	Lang	5			In Psyc	3	Lit 300	3	Lit 340	3			B/Soc Sci	3	B/Soc Sci	3				
	Bio 101	5	Bio 102	5	Bio 103	5			Hist	3	Hist	3	Hist	3			Humanity	3						
Major Study	Chem 101	5	Chem 102	5	Chem 103	5			Bio 301	4	Bio 302	4	Bio 303	4			Physics	5	Physics	5	Physics	5		
									Org Chem	5	Org Chem	5	Org Chem	5										
Ed Study									In Psyc	*											Lrng Inst**			
Prof Study					Link Sem	1					Tutoring	1	Link Sem	1					Art	3	Lrng Inst	5		
																	Music	3	Mot Dev	3	In Tech I	3		
																					Health	3		
QTR TOTALS		18		18		19		0		18		19		19		0		17		17		16		0
YR TOTALS								55								56								50

	YEAR 4 AUTUMN	QC	WINTER	QC	SPRING	QC	SUMMER	QC	YEAR 5 AUTUMN	QC	WINTER	QC	SPRING	QC	SUMMER	QC
General Ed	Hum Dev	4														
	Sch & Tch	3														
Major Study	Adv Bio	3	Adv Bio	3	Adv Bio	3										
	Adv Bio	3	Adv Bio	3	Adv Bio	3										
Ed Study	In Div	2	Cul Div	2	Lang Com	2			Prof Sem	**	Prof Sem	**	Fnd (G)	3		
	Hum Dev	*														
	Sch & Tch	*														
Prof Study			Math Mth	3	SS Mth	3			Intern I	12	Intern II	3	Inter III	3		
			Sci Mth	3	Lit Pr/Pr	3			Open Prac	2	In Tec II	1				
			Lit Fnd	3	Child Lit	3			Pro Sem G	2	Pro Sem G	2	Pro Sem G	2		
			Assoc I	2	Assoc II	2					Read (G)	3	Math (G)	3		
											SS (G)	3	Sci (G)	3		
QTR TOTALS		15		19		19		0		16		12		14		0
YR TOTALS								53								42

GEN ED TOTAL = 88

MAJOR TOTAL = 75

ED STUDY TOTA = 9

PR STUDY TOTAL= 84

PROGRAM TOTAL = 256

A&S GEN EDUC	
Fr English	9
Forgn Lang	15
NatScience	15
Math/CompS	9
History	9
Literature	6
xBeh/Soc Sc	16
Humanities	9
	88

x 10 credits Ed St Part of Gen Ed

* Credits counted in General Education
**Credits counted in Professional Study

CINCINNATI INITIATIVE: SECONDARY TEACHER EDUCATION PROGRAM B.S. Major

	YEAR 1 AUTUMN	QC	WINTER	QC	SPRING	QC	SUMMER	QC	YEAR 2 AUTUMN	QC	WINTER	QC	SPRING	QC	SUMMER	QC	YEAR 3 AUTUMN	QC	WINTER	QC	SPRING	QC	SUMMER	QC
General Ed	Fr Eng	3	Fr Eng	3	Fr Eng	3			Gen Ed	5	Gen Ed	5	Gen Ed	5			Gen Ed	5	Gen Ed	5	Gen Ed	5		
	Science	5	Science	5	Science	5			IntroPsyc	3									Hum Dev	4				
	Calc	5	Calc	5	Calc	5																		
	Gen Ed	3	Gen Ed	3	Gen Ed	3																		
Major Study									Science	5	Science	5	Science	5			Science	6	Science	3	Science	3		
									Science	4	Science	6	Science	6			Science	5	Science	5	Science	5		
Prof Study					Link Sem	1			[Link/Tut]		Link/Tut	1									Curriculm	4		
Electives																								
QTR TOTALS		16		16		17		0		17		17		16		0		16		17		17		0
YR TOTALS								49								50								50

	YEAR 4 AUTUMN	QC	WINTER	QC	SPRING	QC	SUMMER	QC	YEAR 5 AUTUMN	QC	WINTER	QC	SPRING	QC	SUMMER	QC
General Ed	Gen Ed	3	Gen Ed	3	Gen Ed	3										
Major Study	Science	8	Science	5	Science	5										
Prof Study	*****Plang**		InstTech**		SpMeth**		RdWrtSt*		BEGIN SCH	3	>>INTRNSHP	9	RESIDNCY	10		
	Learng	++++++++++++++++++++++++++++++							****SM*Mgmt*		IT*RWS*SO&PC*		Sch&Tchng	3		
	Diversty	++++++++++++++++++++++++++++++							Learng	++++++++++++++++			DiscrEd	3		
	Adol Dev	++++++++++++++++++++++++++++++							Diversty	++++++++++++++++			LivesAdol	3		
	Lang	++++++++++++++++++++++++++++++							Adol Dev	++++++++++++++++			Curricum			
	Cmp Clinical-Fld		Clinical-Fld		Clinical				MeasEval	++++++++++++++++			Portfol	6		
	*********	6	**********	6	**********	6			*********	6	**********	6				
Electives				3		3										
QTR TOTALS		17		17		17		0		18		16		15		0
YR TOTALS								51								49

GEN ED TOTAL = 94

MAJOR TOTAL = 76

PROF TOTAL = 76

ELECTIVES = 6

PROGRAM TOTAL = 249

A&S GEN EDUC	
Fr English	9
Forgn Lang	18
NatScience	15
Math/CompS	9
History	9
Literature	6
Beh/Soc Sc	15
Humanities	9
	90

Figure 3 Cincinnati Initiative: Secondary Teacher Education Program

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COLLEGE CORE PATTERNS

* 1. STUDY OF TEACHING
* 2. MULTICULTURAL FOCUS
* 3. LIBERAL EDUCATION
* 4. LIFE LONG LEARNING
* 5. URBAN MISSION
* 6. INQUIRY ORIENTATION
* 7. ACTION ORIENTATION
* 8. LEADERSHIP IN EDUCATION
* 9. COMMUNITY OF LEARNERS
*10. PROFESSIONAL DEVELOPMENT

OUTCOMES

PROFESSIONAL WAYS OF KNOWING

*11. PEDAGOGICAL KNOWLEDGE
12. PEDAGOGICAL CONTENT KNOWLEDGE
13. KNOWLEDGE OF LEARNERS
14. KNOWLEDGE OF CONTEXTS
15. KNOWLEDGE OF SELF
16. CURRICULAR KNOWLEDGE
*17. CONCEPTION OF TEACHING

PROFESSIONAL WAYS OF DOING

*18. DESIGN
19. PLANNING INSTRUCTION
20. SETTING GOALS
21. INTEGRATING INSTRUCTION
22. EVALUATING LEARNING
23. DESIGNING LEARNING ENVIRONMENTS
*24. PERFORMANCE
25 PRESENTING
26. MODELING
27. SCAFFOLDING
28. DEMONSTRATING
29. DISCUSSING
30. LEARNING IN GROUPS
31. MANAGING CLASSROOM ACTIVITY
32. INTEGRATING INSTRUCTIONAL TECHNOLOGY
*33. REFLECTION
*34. INQUIRY
*35. WRITING
*36. COMMUNICATING VERBALLY AND NON-VERBALLY
*37. COLLABORATION
*38. PROBLEM ASSESSMENT AND INTERVENTION

PROFESSIONAL WAYS OF BEING

*39. TEACHING CHARACTER
*40. EXPLICIT GOALS, VALUES, AND ETHICS
41. CONSCIENCE OF CRAFT
42. COMMITMENT TO EACH STUDENT
43. RESPECT FOR DIVERSITY
44. SOCIAL CONSCIENCE
45. PERSONAL DEVELOPMENT ORIENTATION

PROFESSIONAL STUDY PATTERNS

KNOWLEDGE-RELATED ACTIVITIES

*46. STUDY OF SUBJECT MATTER
*47. STUDY OF LEARNING
*48. STUDY OF DEVELOPMENT
*49. STUDY OF CULTURE AND SOCIETY
*50. STUDY OF EDUCATIONAL SYSTEMS
*51. STUDY OF TEACHING PROFESSION
*52. INQUIRY PROJECT
*53. CASE STUDY

KNOWLEDGE-RELATED STRUCTURES

*54. FIVE-YEAR INTEGRATED PROGRAM
55. GENERAL EDUCATION
56. DISCIPLINARY MAJOR
57. EDUCATIONAL STUDIES
58. PROFESSIONAL STUDIES
59. GRADUATE STUDY
*60. PROGRAM EVALUATION
*61. PROGRAMMATIC CONCEPTIONS AND THEMES
*62. STUDENT COHORT
*63. LINKING SEMINAR
*64. CLINICAL EXPERIENCES
*65. FACULTY COHORT
66. MULTIDISCIPLINARY TEACHING TEAM
*67. RECRUITMENT, ADMISSIONS, AND RETENTION
*68. STUDENT SERVICES CENTER

PROFESSIONAL PRACTICE PATTERNS

PRACTICE-RELATED ACTIVITIES

*69. PROFESSIONAL PRACTICE
*70. APPRENTICE TEACHING
71. CONSTRUCTING AND EVALUATING CURRICULA
72. TEAM PLANNING AND TEACHING
73. DEVELOPING PERSONAL RELATIONSHIPS
74. COMMUNICATING WITH FAMILIES
*75. ANALYSIS OF TEACHING
76. OBSERVATION OF TEACHING
77. CASE CONFERENCE
*78. PROFESSIONAL INDUCTION
79. EARLY PROFESSIONAL ORIENTATION
80. MENTORING

PRACTICE-RELATED STRUCTURES

*81. PROFESSIONAL DEVELOPMENT SCHOOL
*82. SCHOOL-BASED FACULTY
*83. MASTER TEACHER
*84. PROFESSIONAL TEAM
*85. TEACHING ASSOCIATE
*86. TEACHING INTERN
87. TEACHING RESIDENT
*88. PROFESSIONAL SEMINAR
*89. PROFESSIONAL PORTFOLIO

Figure 4. Pattern Language for Teaching

Figure 5.

CINCINNATI INITIATIVE: SECONDARY TEACHER EDUCATION PROGRAM (FIFTH YEAR INTEGRATED TRAINING BLOCK)

		SPECIAL METHODS	INSTRUCTIONAL MANAGEMENT	INSTRUCTIONAL TECHNOLOGY	SCHOOL ORG & PROF COLLAB			
CLASSROOM LEARNING	Aut	+++++++++	+++++	+++++		Aut	20	40
Classroom Instn	Win	+++++++++	+++++	+++++		Win	20	
	Aut		+++++			Aut	5	5
Campus Clinical	Win					Win	0	
	Aut	++++++++++++++++++++++++	++++++++++++++++++++	+++++++++	+++++	Aut	85	170
Field Clinical	Win	++++++++++++++++++++++++	++++++++++++++++++++	+++++++++	+++++	Win	85	
CULTURAL DIVERSITY	Aut		+++++		++	Aut	7	14
Classroom Instn	Win		+++++		++	Win	7	
	Aut					Aut	0	0
Campus Clinical	Win					Win	0	
	Aut	++++++++++++++++	+++++++++			Aut	25	45
Field Clinical	Win	+++++	+++++++++		+++++	Win	20	
					+++++			
ADOLESCENT DEVELOPMENT	Aut		+++		++	Aut	5	10
Classroom Instn	Win		+++		++	Win	5	
	Aut					Aut	0	0
Campus Clinical	Win					Win	0	
	Aut	++++++++++	+++++		+++++	Aut	20	45
Field Clinical	Win	++++++++++	++++++++++		+++++	Win	25	
INDIVIDUAL DIVERSITY	Aut		+++++		+++	Aut	8	16
Classroom Instn	Win		+++++		+++	Win	8	
	Aut		+++++			Aut	5	5
Campus Clinical	Win					Win	0	
	Aut	++++++++++	+++++	+++++	+++++	Aut	25	50
Field Clinical	Win	++++++++++	++++++++++		+++++	Win	25	
LANGUAGE & COMMUNICATION	Aut					Aut	0	0
Classroom Instn	Win					Win	0	
	Aut					Aut	0	0
Campus Clinical	Win					Win	0	
	Aut				+++++	Aut	5	10
Field Clinical	Win				+++++	Win	5	
MEASUREMENT & EVALUATION	Aut	+++++	+++++			Aut	10	20
Classroom Instn	Win	+++++	+++++			Win	10	
	Aut					Aut	0	0
Campus Clinical	Win					Win	0	
	Aut	++++++++++++++++++++	++++++++++	+++++	+++++	Aut	40	80
Field Clinical	Win	++++++++++++++++++++	++++++++++++++++		+++++	Win	40	
		30	46	10	14		100	

CLASSROOM INSTRUCTION
TOTAL AUT 50
TOTAL WIN 50

CAMPUS CLINICAL
TOTAL AUT 10
TOTAL WIN 0

FIELD CLINICAL
TOTAL AUT 200
TOTAL WIN 200

SPECIAL METH
AUT 15
WIN 15

INSTRUCTL MANAGMNT
AUT 23
WIN 23

INSSTRUCTL TECH
AUT 5
WIN 5

SCH ORG & PROF COLLAB
AUT 7
WIN 7